

Chattanooga Charter School of Excellence**Foundational Literacy Skills Plan****Approved: May 29, 2021**

This Foundational Literacy Skills Plan has been approved by the Tennessee Department of Education and meets the requirements of the *Tennessee Literacy Success Act*. All portions of the Foundational Literacy Skills plan were submitted to the department and approved. To view the supplemental artifacts, please contact the district directly.

Daily Foundational Literacy Skills Instruction in Grades K-2

Currently, our K-2 students have 60 minutes of what we call “Golden Hour”: instruction based on the Reading Literature Tennessee standards (RL). During this “Golden Hour,” teachers utilize some resources from Core Knowledge and phonics instruction from Fountas and Pinnell. In addition, we have 60 minutes of “Blue Block”: instruction based on History and Geography standards with an emphasis on Reading Information standards (RI). For the 2021-2022 school year, we are greatly modifying the schedule to include specialized time for foundational literacy skills. The blocks are also extended to provide more time.

In the past, we have utilized Core Knowledge and some of the CKLA units in our K-2 instruction. Beginning in August of the 2021-2022 school year, we will be utilizing the CKLA units with complete fidelity: using both the “Skills” and “CKLA” units. We will also have specified time for Foundational Literacy Skills, TN standards lessons and CKLA units. On the schedule, the block is referred to as “ELA.” This block will house all of the

different components (foundational skills- phonics, phonemic awareness, phonological awareness etc)

Kindergarten: 150 minutes of ELA daily + 45 minutes of RTI daily

60 minutes of Core Knowledge Skills (Foundational Skills)

50 minutes of CKLA (TN standards)

40 minutes of Guided Reading/centers

45 minutes of RTI (Literacy Learning Lab for Tier III, classroom teacher supports Tier II, enrichment for Tier I)

1st Grade: 150 minutes of ELA daily + 45 minutes of RTI daily

60 minutes of Core Knowledge Skills (Foundational Skills)

60 minutes of CKLA (TN standards)

30 minutes of Guided Reading/Centers

45 minutes of RTI (Literacy Learning Lab for Tier III, classroom teacher supports Tier II, enrichment for Tier I)

2nd Grade: 150 minutes of ELA daily + 45 minutes of RTI daily

60 minutes of Core Knowledge Skills (Foundational Skills)

60 minutes of CKLA (TN standards)

30 minutes of Guided Reading/Centers

45 minutes of RTI (Literacy Learning Lab for Tier III, classroom teacher supports Tier II, enrichment for Tier I)

See Appendix A for sample of daily schedule

Daily Foundational Literacy Skills Instruction in Grades 3-5

Our current schedule for students in grades 3-5 is similar to K-2. They have 60 minutes of “Golden Hour:” instruction based on the Reading Literature Tennessee state standards (RL standards). During this time, teachers utilize some resources from Core Knowledge and some CKLA units. In addition to the Golden Hour block, we also have 60 minutes of “Blue Block”: instruction based on History and Geography standards with an emphasis on Reading Information standards (RI). For the 2021-2022 school year, we are greatly modifying the schedule to include specialized time for foundational literacy skills. The blocks are also extended to provide more time. In the past, we have utilized Core Knowledge and some of the CKLA units in our 3-5 instruction. Beginning in August of the 2021-2022 school year, we will be utilizing the CKLA units with complete fidelity: using both the “Skills” and “CKLA” units in all grades, K-5.

The schedule for 2021-2022 has 150 minutes of ELA daily. During this time, we will have specified time for Foundational Literacy Skills, TN standards lessons and CKLA units. On the schedule, the block is referred to as “ELA.” This block will house all of the different components -including foundational skills instruction that includes fluency, grammar, morphology, spelling, and writing. These foundational skills are embedded in CKLA to ensure continuity, cohesion, and connection; therefore not taught in isolation. For example, in our third grade classrooms, the scholars recently completed a unit on Native Americans. The first two lessons are reviewing the previously taught topics in the previous grade bands. After the two review days that activate prior knowledge of the topic, scholars are then introduced to new vocabulary that not only is discussed in the single lesson but will permeate throughout the whole unit. (this includes vocabulary station work as well as independent reading) Students in this grade band are switching from learning to read to reading to learn. As the daily read aloud is introduced and taught, students chorally read as well as listen as the teacher reads. Thus ensuring proper pronunciation and understanding of the topic being read. As the lesson progresses, the students will learn the meaning of the vocabulary words outside of the content as well as in the content provided. Root words as well as prefixes and suffixes are introduced in this grade level. In the time block given, scholars will not only expand upon their vocabulary, but they will also build upon their previous knowledge of Native Americans. Small groups as well as independent stations are utilized with fidelity and where differentiation and scaffolded comprehension questions occur. Students use their word knowledge as they engage in

group discussion and writing activities. The implementation of the read aloud as well as the in depth and content rich lessons help provide the scholars with a well rounded literacy education. During the small group time, ability grouped scholars work together to read and understand stories related to the CK topic that is being taught. This is where students who still need extra support in their phonics skills receive the extra help in foundational skills specifically for that group. Foundational skills instruction is embedded in all aspects of this 150 minute block and is dedicated to developing students' holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research.

Approved Instructional Materials for Grades K-2

Amplify - K-5 Core Knowledge Language Arts

Approved Instructional Materials for Grades 3-5

Amplify - K-5 Core Knowledge Language Arts

Universal Reading Screener for Grades K-5. This screener complies with RTI² and Say Dyslexia requirements.

We will use i-Ready for our universal screener in K-5. For the 2021-2022 school year, we will also be utilizing i-Ready's dyslexia screener, which abides by TN code 49-1-229.

Intervention Structure and Supports

Our RTI² Reading Intervention Structure is very clear and specific. Currently, we use i-Ready as our universal screener. After students take the i-Ready diagnostic in August, the data is analyzed to determine which students classify as Tier I, Tier II and Tier III. All Tier III students qualify for our Literacy Learning Lab. Literacy Learning Lab takes place 5 days a week for 45 minutes. During this time, students rotate through 3 specialized interventionists. Each interventionist leads a group: Rime Magic/Phonics, Vocabulary/first read of a leveled text and 2nd Read with Comprehension. Students are assessed frequently to ensure that instruction continues at their level. For our students that are classified as Tier II, RTI support takes place with their classroom teacher. RTI instruction for Tier II also takes place 5 days per week for 45 minutes. During this time, classroom teachers group students according to similar needs and use the i-Ready teacher toolbox to instruct and fill gaps in learning. Beginning in August of the 2021-2022 school year, we will have one educational assistant assigned to each grade level. They will assist in small group leveled instruction based on student need. School level data teams, made up of the principal, grade level teachers, instructional coaches, and the school counselor, meet every 4 ½ weeks to determine if a change in the intervention or the person providing the intervention is needed. The data team also looks at other variables, such as attendance, classroom participation, etc.. as part of the decision making process. Additionally, after each i-Ready diagnostic (taken three times a year), data teams meet to see if any students, who may not have been in the RTI process, now warrant additional supports. In addition to our RTI support system, we also utilize easyCBM to progress monitor our students with a reading deficiency and those who are "at risk." The easyCBM progress monitoring gives additional information for what students are struggling with and at what level they need to receive instruction.

Parent Notification Plan/Home Literacy Reports

For the current school year, due to Covid-19 and our hybrid/remote learning options, the majority of our parent communication has taken place over Zoom.

For the upcoming school year, we will send home a parent letter with information after each i-Ready diagnostic and benchmark assessment. Not only will parents be informed on how their child performed on the assessment, but they will also be informed on the additional services their child will be receiving. In addition to assessment information, we will also provide a monthly newsletter to all families in English and Spanish with the importance of 3rd grade reading proficiency, literacy tips, reading intervention activities and current literacy research/important information.

Professional Development Plan

Teachers at Chattanooga Charter School of Excellence will participate in the free and optional Reading 360 Early Literacy Training series developed by the Tennessee Department of Education. Our plan for providing PD for all K-5 teachers is as follows: April 2021 – All teachers of grades in grades K through two will engage in Week 1 of the Early Literacy Training series, asynchronously. This training will focus on foundational reading development and instruction and is grounded in a phonics-based approach. We will ensure that participating educators earn a completion certificate prior to starting Week 2 work in June. The participating teachers will also include interventionists, special education teachers and elementary instructional coaches. This week will emphasize practical classroom application of research findings around strong instruction in phonological awareness, phonemic awareness, phonics, fluency, and vocabulary. June, 2021 – CCSE will have onsite training with the Core Knowledge Foundation designed to support the implementation of the CKLA curriculum. We plan to include grade three through five during the summer of June 2022.